DOCUMENT RESUME

ED 349 601 CS 507 940

AUTHOR Morton, Cathy
TITLE Fund Raising Education: An Analysis of Public Relations Textbooks.
PUB DATE Aug 92
NOTE 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Content Analysis; *Fund Raising; Higher Education; *Public Relations; *Textbook Content; Textbook Evaluation; Textbook Research

ABSTRACT

A study examined public relations education textbooks used in undergraduate courses to determine the extent to which fund raising is covered and the context in which fund raising is discussed. Eight undergraduate public relations textbooks were chosen for content analysis from over 40 texts identified by chairmen of public relations sequences at the 176 institutions with chapters of the Public Relations Student Society of America as being used in classrooms. Tables of contents, glossaries, and indices were searched to locate each text's use of 11 key terms related to fund raising. Results indicated that there was only very limited content on fund raising concepts and techniques in textbooks used in undergraduate public relations classes. (Three tables of data are included; 48 references are attached.) (RS)

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Fund Raising Education: An Analysis of Public Relations Textbooks

Prepared for Submission to Teaching Standards Paper Competition

Public Relations Division

AEJMC Conference, August 1992

by

Cathy Morton, M.A.

School of Mass Communication
Texas Tech University
Lubbock, Texas 79409-3082
(806) 742-3392

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Fund Raising Education: An Analysis of Public Relations Textbooks

Two related concerns about the practice of public relations and public relations education provide a basis for discussion. First, fund raising is increasingly associated with the practice of public relations -- either as the specialized function of donor relations -- or as a closely related, but separate function. And second, as many as one-third of current public relations graduates are finding jobs in the nonprofit sector where they will, almost immediately, be introduced to the reality of raising money (Kelly, 1991b).

If, in fact, fund raising is a responsibility of public relations practitioners, then they should have some understanding of the fund raising process. And, if it is the responsibility of colleges and universities to prepare their graduates for the reality of the workplace, then fund raising is an area which should be considered important for the public relations curriculum. In turn, the resources for teaching fund raising become important. Specifically, this raises the question of to what extent do current public relations textbooks address fund raising concepts and techniques.

Background

Between 1970 and 1980 the total number of students enrolled in undergraduate public relations sequences grew nine-fold, from slightly more than 2,000 to 18,000 (Walker, 1982). Growth continued into the late 1980s (Becker & Engleman, 1988; Gersh, 1989), with an enrollment of more than 21,000 projected in fall 1988 by Becker (1989).

Fewer than a dozen colleges and universities offered degrees in public relations in the 1960s. By the beginning of the 1980s hundreds of public relations majors were available on campuses across the country (Commission, 1987). Today, public relations sequences or degree programs are offered in more than 250 colleges and universities across the United States (Becker, 1990). This rapid growth has prompted a continuing debate about the course of study to be emphasized in a public relations curriculum and the skills essential to the public relations graduate, both for an entry level position and to provide promise for promotions (Walker 1982, 1984).

Brody (1985) pointed out that no consensus appears to be developing to bring professionals and educators together on how best to meet the needs of students and practitioners. While there is a continuing difference of opinion on what is the most important element in public relations education and in which academic unit public relations sequences should be housed, educators are challenged to prepare students to meet the expectations of the professional world.

Historically, public relations education has been a mix of liberal arts education and professional training. Students have been taught not only how to communicate (technical skills in writing and production as well as management concepts), but also what and why. Teaching "what" and "why" has pushed students into liberal arts and science courses to examine the

environment in which they will work (Commission, 1987).

Based on a study of public relations practitioners, Turk (1989) insisted that non-communication skills — specifically, planning, problem-solving, budgeting and analytical skills — as well as technical skills such as writing and graphics must be included in the public relations curriculum. According to Turk, failure to develop these skills could limit the transition from an entry level technician role to a management role.

Wakefield and Cottone (1986) examined the global political/ economic/social/cultural/ environment of the 1980s to make specific recommendations for the development of effective public relations programs. The researchers cited economists in the Division of Occupational Outlook, Bureau of Labor Statistics, who predicted a 27-32% increase in the number of public relations specialists needed by 1995 and similar increases in jobs closely related to public relations. Ultimately, Wakefield and Cottone recognized the need for a more comprehensive perspective in public relations education. They argued that the curriculum should be expanded beyond writing to a management perspective which recognizes that public relations practitioners are involved in a variety of activities.

In a later article, Wakefield and Cottone (1987) identified the knowledge and skill areas important to public relations employers. Their analysis of 188 responses from 120 agencies and the public relations directors of 68 corporations and governmental and nonprofit organizations revealed an increasing emphasis on knowledge and skill in interpersonal communication (customer/client relations, decision-making and problem solving), general copywriting and promotional writing. The data also revealed significant employer emphasis on management (project management, coordination of creative efforts, budgeting), persuasive and interpersonal communication (sales and service), promotion design and writing.

In the early 1970s the first Commission on Undergraduate Public Relations Education was established (Bateman & Cutlip, 1975). In 1983 a second Commission, established jointly by the Public Relations Division of the Association for Education in Journalism and Mass Communication (AEJMC), the Public Relations Society of America (PRSA) and the Educators Section of PRSA, was charged with developing and recommending a public relations curriculum for U.S. colleges and universities (Commission, 1987).

The 1983 Commission asked practitioners and educators what they thought should be taught in undergraduate public relations programs. Fifteen hundred questionnaires were mailed; 544 responses (36.29 percent) were returned and analyzed. Respondents were asked for value ratings on 124 courses/course topics considered by the Commission to cover the range of public relations education. Respondents were reminded that "educators must prepare students for their first jobs. . . and for lifetime careers" (Commission, 1987).

Results of the survey indicated public relations practitioners and educators agreed strongly on what public relations education should be (Anderson, 1986). Practitioners and educators agreed that facility with the English language is the most important and basic skill required in public relations practice. This includes writing skills in all communications disciplines. Marketing and management were the essential business courses most often mentioned. The study further suggested that public relations curricula should emphasize research, planning, evaluation, electronic communications, and ethics.

The 1987 Commission Report expanded on earlier reports and addressed course content as well as course descriptions in an effort to standardize public relations coursework. They concluded that public relations studies should include a minimum of 15 semester hours or 22 quarter hours from six areas.

1. Principles, Practices and Theory of Public Relations;
2. Public Relations Techniques
3. Public Relations Research for Planning and Evaluation;
4. Public Relations Strategy and Implementation;
5. Supervised Public Relations Experience (Internship);
6. Specialized Advance Study.

Of particular importance to this study are the areas of specialized advance study, which included several areas of public relations administration including publicity and media relations, community relations, employee relations, consumer relations, financial and shareholder relations, public affairs, *fundraising and membership development*, and international public relations (emphasis added).

In 1988, the Body of Knowledge Task Force of the Public Relations Society of America Research Committee published "The Public Relations Body of Knowledge" as a resource and authority for public relations educators and professionals (Body, 1988). This work is a part of the effort to standardize public relations education. Six books on fund raising are included in the "Body of Knowledge." One of the six, Fund Raising in the United States (Cutlip, 1965/1990), describes an intertwined relationship between public relations and fund raising. We can expect Cutlip's text to reflect his perception of the relationship. Another, Fund Raising and Public Relations A Critical Guide to Literature and Resources (Dannelley, 1986), focuses also on the relationship between public relations and fund raising. In the introduction Dannelley said

> Fund raising and development specialists must have the acumen, the education, the experience, the good sense to gauge their publics and measure the mood and needs of their supporters and the ability to solve those administrative problems that demand solution. (p. 25)

Two others, Fund Raising: The Guide to Raising Money from Private Sources (Broce, 1986) and Techniques of Fund Raising (Conrad, 1974), offer step-by step instructions to fund raising. The final two, Communicating and Money Making: A Guide for Using Public Relations to Improve Fund-Raising Success (Bates, 1979) and The Practical Handbook of Public Relations (Cole, 1981), bring the two functions together as related, but distinct, activities. Only Cutlip (1965/1990) integrates public relations and fund raising. Public relations practitioners, then, are left to seek information on fund raising from sources *written for fund raisers* -- sources which cannot be expected to present fund raising within the public relations context.

This raises some questions about the level of the resources on fund raising which are made available to public relations professionals and the amount and type of information on fund raising concepts and techniques that is presented to students. Kelly (1990) addressed the question, how is the subject of fund raising treated in the textbooks commonly used for teaching public relations courses within journalism and mass communication programs? The nine textbooks used in her analysis were selected through an informal poll of public relations educators. The study did not include any quantitative data about content; rather it reflected the researcher's perception of the texts' usefulness. The article presented overall findings, pointing out commonalities and conflicts. Each of the nine texts was discussed separately in terms of its individual contribution to the subject of fund raising.

Kelly drew four conclusions relevant to her theory of donor relations that places public relations within the public relations paradigm.

1. Authors of new and revised texts should clearly identify fund raising as one of the elements and functions of the professional praactice of public relations.

2. Textbooks should segment the types of organizations served by public relations according to the three economic sectors in American society and clearly define the nonprofit sector.

3. Fund raising should be included in discussions on the history, law, and ethics of public relations.

4. Authors should provide technical information on fund raising and avoid inaccurate or misleading information.

The foundation has been laid for the inclusion of fund raising as an element in public relations education. The Public Relations Body of Knowledge Task Force has recognized the importance of fund raising. Researchers have addressed the expanding public relations arena and the need for broader knowledge among public relations practitioners. Kelly (1991b) has proposed incorporating a fund raising module in principles of public relations courses. In response, educators continue to seek appropriate curriculum guidelines.

This study complements Kelly's work and expands previous research by identifying

textbooks most often used in public relations classes and by providing quantitative data on their treatment of fund raising concepts and techniques as a basis for discussion.

Theoretical Framework

Fundraising today is comprised of research, cultivation, solicitation and recognition. Although the solicitation process makes up only five percent of the fundraising process, it is the task most fundraisers recognize as their responsibility. Kelly (1991) asserted that as much as 60 percent of what fundraisers do is public relations: communication with a behavioral objective.

Kelly (1991a) proposed that fundraising is a public relations function most appropriately described as "donor relations." She suggested that most fundraisers rely on the press agentry model of public relations which employs intense campaigning (using emotional appeals) to raise money; they ignore secondary publics, organizational goals and long-term relationships. Her theory is that the purpose of fund raising is to manage communications between an organization and its donor publics (Kelly, 1990). A more effective model would be two-way symmetrical communication which seeks mutual understanding as a basis for changing attitudes and behavior (Grunig & Hunt, 1984).

Kelly surveyed 112 educators to determine the extent to which fund raising is taught in public relations programs and to measure cognitions and attitudes about fund raising among those educators (Kelly, 1991a). Completed questionnaires were returned by 79 respondents, for a response rate of 71 percent. While the sample was limited to public relations programs in schools of journalism and mass communications, the findings can be generalized to all public relations programs. Results revealed six undergraduate courses and three graduate courses in fund raising. Only three of the nine courses used a text, the others relied on reprints and readings. The three texts cited were written by fund raising practitioners. Further, only three of the 79 respondents (four percent) agreed that current public relations texts adequately cover fund raising. Only four of the nine courses (two under-graduate and two graduate) were taught by full-time faculty. Kelly concluded that while the incorporation of fund raising in the public relations curriculum is generally accepted by educators, it has received little attention from those educators.

If fund raising is to be included in the public relations curriculum, appropriate resources must be available. Faculty with little, or no, experience or knowledge of fund raising concepts should be able to rely on textbook explanations as comfortably as they rely on explanations of other areas where they lack hands-on experience.

Hypothesis

As a preliminary step in identifying resources, it is appropriate to review current textbooks to determine how they present fund raising concepts and techniques. Content analysis methodology has been used recently to examine coverage of other specific topics in journalism and

mass communication (Broom, et al, 1989; Creedon, 1989; Kern-Foxworth, 1989; Starch & Wyffels, 1990).

Concern about the relationship between the practice of public relations and public relations research motivated Broom et al (1989) to complete a content analysis of *Public Relations Journal* and *Public Relations Review* . They developed a conceptual framework of three major divisions of content. Context content deals with analysis of public relations in society and in organizations. Professional content includes professionalism, education, and attributes of practitioners. Process content describes the involvement of practitioners in management problem solving and decision making.

Creedon (1989) studied the coverage of women in ten recent public relations principles textbooks to examine the way students learn about the role of women in the development of public relations. She found little reference to the role of women in the development of public relations. Kern-Foxworth (1989) analyzed the status of women as reflected by public relations textbooks and reference books used at American colleges and universities. Sixty public relations textbooks and reference books published from 1979 to 1988 were studied. Kern-Foxworth concluded that representation of women in public relations textbooks does not reflect the status of women in society and in the practice of public relations. Starck and Wyffels (1990) explored the intercultural component in 26 reporting textbooks. Most of the texts made no mention of the key terms. Some used the terms passively and a few, while discussing the concepts at length, did so in an exclusively American context. The researched concluded that journalism education, as reflected by the reporting textbooks, ignores or skims the subject of intercultural reportage. All three of these studies used key terms to search tables of content and indices.

The studies indicate that content analysis is a useful and productive method to measure the treatment of various subjects. Krippendorf's guide to the conceptualization, design and methodology of content analysis makes three distinctions about the appropriateness of the methodology. (1.) The pursuit of content analysis is fundamentally empirical in orientation, exploratory, concerned with real phenomena, and predictive in intent. (2.) Content analysis transcends conventional notions of content as an object of concern and is intricately linked to more recent conceptions of symbolic phenomena. (3.) Content analysis is developing a methodology of its own that enables the researcher to plan, to communicate, and to critically evaluate a research design independently of its results (Krippendorf, 1980).

This study examines textbooks currently used in undergraduate courses to determine the extent to which fund raising is covered and the context in which fund raising is discussed Specifically, the hypothesis is:

Texts used undergraduate public relations courses do not emphasize fund raising concepts and techniques.

Two research questions are relevant to this hypothesis.

1. What texts are used in undergraduate public relations courses?
2. How, and to what extent, do these texts address fund raising concepts and techniques?

Methodology

Identification of textbooks Textbooks used for the content analysis were selected based upon the results a survey of chairmen of public relations sequences at the 176 colleges and universities with chapters of Public Relations Student Society of America (PRSSA). Samples from institutions with PRSSA chapters were used because they include not only sequences in journalism and mass communication but sequences in other departments and schools as well and provide a more comprehensive picture of public relations education. (This research project is a part of a larger research program which draws samples from the membership of Public Relations Society of America and from students enrolled in public relations sequences at the 176 colleges and universities with chapters of Public Relations Student Society of America.) Questionnaires were mailed to 176 sequence chairmen; 109 were returned by the deadline, for a response rate of 61.3 percent. Respondents were asked to identify the texts currently used in three public relations courses: introductory/principles, management/administration, and cases/campaigns. Texts used in writing classes were specifically excluded because they do not encompass planning and management of public relations programs. Responses were collected, frequencies were calculated and texts were identified for content analysis. More than 40 different texts were mentioned in the three areas; eight were selected for content analysis. The texts selected for analysis included those receiving ten percent or more of the texts mentioned in a course area.

Five texts were identified by Patrick Jackson, editor of pr reporter as current texts on which practitioners can rely (Jackson, 1992). All five are included in this analysis: the four most often mentioned in introductory or principles of public relations courses and the one most often mentioned in management or administration courses. Jackson's identification of these texts reinforces as reliable the validity of the selection of textbooks for this study.

Content analysis of textbooks The content analysis began with a search for a series of key terms associated with fund raising. Eight key terms were selected from the Glossary of Fund Raising Terms (1986) published by the National Society of Fund Raising Executives. The eight include all terms in the Glossary which are descriptive of fund raising programs: annual giving campaign, benefit fund raiser, special event fund raiser, capital campaign, corporate giving program (grant writing), deferred giving campaign, foundation giving program (grant writing),

telemarketing campaign, and telethon. Three other, more general key terms were also used: fund raising, development, and philanthropy.

Tables of content, glossaries and indices were searched to locate each text's use of the key terms. If these sources cited a term, the section was read and the context of the term was noted. Two independent coders reviewed three of the texts. Inter-coder reliability was 99.37%. One coder then completed the coding process. Responses were entered in StatView 512 statistical program and frequencies were calculated.

Results

Textbooks More than 40 different textbooks were mentioned in three course areas. Textbooks analyzed were Public Relations: Strategies and Tactics (Wilcox, Ault & Agee, 1992); Effective Public Relations (Cutlip, Center & Broom, 1985); The Practice of Public Relations (Seitel, 1992); This is PR: The Realities of Public Relations (Newsom, Scott & VanSlyke Turk, 1989); Managing Public Relations (Grunig & Hunt, 1984); Experts in Action (Cantor, edited by Burger, 1989); Public Relations Practice (Center & Jackson, 1990); and Public Relations Cases (Hendrix, 1992). In each case the latest edition of the book was analyzed, and previous editions were consulted for consistency. Complete results of the survey are shown in Table 1.

Content Analysis The term "fund raising" is included in the title of a chapter in only one of the textbooks. Grunig & Hunt's (1984) Managing Public Relations Chapter 18 is titled "Promotion, Fund Raising and Communication Campaigns." The section on fund raising is approximately two pages of the 16-page chapter. Chapter 11 in Cantor's (1989) Experts in Action is "Nonprofit Organizations and Their Public Relations," and Chapter 13 is "Corporate Philanthropy." Chapter 11 differentiates nonprofit organizations and their public relations efforts from corporate and government activities. Chapter 13 is a corporate perspective on philanthropic activities. Neither addresses fund raising concepts or techniques specifically. None of the other key terms are included in a chapter title.

A review of the indices revealed 16 total references, in five texts, to the term "fund raising." Overall, only four of the texts (Wilcox, Ault & Agee; Cutlip, Center & Broom; Seitel; and Grunig & Hunt) actually discuss elements of fund raising. While Center & Jackson's book does not have an index, a review of the descriptions of 36 cases and 28 problems indicates only one case involving fund raising; and in that case, ethics and integrity in fund raising are discussed. Neither Cantor nor Hendrix includes any mention of fund raising in their indices. Only one text, Effective Public Relations, includes "development" in the index and then only to identify it as a type of public relations. Three of the texts include "nonprofit organization" in their indices; none offer an explanation of the term which relates to fund raising. Two texts index "philanthropy," but both only to relate it to another idea or term. Effective Public Relations include "special event" in

the index and refer to special events for fund raising as a type of public relations work. None of the other key terms are included in any of the indices.

Three of the texts have glossaries. Wilcox, Ault & Agee define "telethon;" and Cantor defines "fund raising" and "development." Newsom, Scott & VanSlyke do not, however, define any of the key terms in this study.

See Table 2 for analysis of tables of content, indices and glossaries.

Analysis of the eight textbooks generally supports the hypothesis that texts used undergraduate public relations courses do not emphasize fund raising concepts and techniques. However, a more general discussion of the issue is relevant in light of the content analysis. See Table 3.

Fund raising is often presented in misleading or negative terms in public relations textbooks. For example, Wilcox, Ault & Agee (1992) include "Entrepreneurship" as one of several principle types of fund raising used by philanthropic organizations (p. 478). They define entrepreneurship as the operation of gift shops, bookstores, coffee shops, and similar businesses as a source of revenue for nonprofit organizations. In fact, while nonprofits may engage in commercial businesses to generate funds, the operations are outside the realm of fund raising in the traditional sense. The Urban Institute's Nonprofit Sector Project estimates that approximately 15 percent of the nation's 122,000 *nonreligious* nonprofit organizations engage in commercial ventures -- which produce less than five percent of their gross revenue (Skloot, 1988). Kelly (1990) described the discussion as "analogous to defining admissions as a type of fund raising because it is a source of revenue for those charitable organizations that are colleges and universities."

Cutlip, Center & Broom (1985) suggest that fund raising is akin to begging. They point out that fund raising often dominates the nonprofit organization: "Much of the thinking, planning, and publicizing. . . is tied to the coin container and the collection box" (p. 550). Newsom, Scott & VanSlyke Turk (1989) equate fund raising with promotion and refer to them as "drum beating" activities (p. 7). Grunig & Hunt (1984) introduce their chapter on "Promotion, Fund Raising, and Public Communication Campaigns" with the caveat that the three are the "most mindless of PR programs" (p. 356).

Collectively, textbooks being used in undergraduate public relations classes do not recognize fund raising as a specialization of public relations. Further, they do not present conceptual information to allow students to view fund raising as a career option or a significant part of public relations practice. This leaves a gap in the educations of public relations students, especially those who choose careers in the nonprofit sector.

We can now turn to a discussion of the individual textbooks included in the study.

Public Relations Strategies and Tactics (Wilcox, Ault & Agee, 1989) is one of the four texts which offers an explanation of the fund raising process. Before discussing the contributions of the text, one note is significant. The index reference to fund raising was shortened in the new third edition. The second edition (1989) included several of the key terms in this study plus other citations. Moreover, the page numbers are incorrect in the third edition; the fund raising entry refers readers to pages 498-501, while the correct pages are 474-485 and 488-492. The discussion is included in the chapter on social and cultural agencies, which represents only a part of the fund raising challenge.

Wilcox, Ault & Agee (1989) identify fund raising as a major goal of nonprofit organizations and acknowledge that public relations practitioners participate directly in the process, either by organizing and implementing campaigns or as consultants to a specialized development office or fund raising firm. They address several problems encountered in fund raising before discussing several types of fund raising programs used by nonprofit organizations: corporate and foundation donations, structured capital campaigns, direct mail, sponsorship of events, telephone solicitations, use of "800" and "900" phone numbers, and entrepreneurship. Specifically, "Writing a 'Case for Support'" (pp. 488-498) and "Steps in Running a Capital Campaign" (p. 490) are helpful in establishing fund raising as a planned effort. The case study and problem included in this text are the only detailed ones offered in any of the texts analyzed for this study.

Effective Public Relations (Cutlip, Center & Broom, 1985) is the second of the texts to explain the fund raising process. The authors acknowledge a strong relationship between fund raising and public relations, saying that public relations provides a favorable climate for fund raising. The emphasis is on persuasion and public opinion. They provide a rather general discussion of fund raising, without elaborating on specific concepts and techniques. Even the "principles developed in professional fund raising" (pp. 553-554) are generalized to apply to all fund raising activities. The authors do, however, acknowledge that effective fund raising is a process which requires detailed planning. Again, the discussion is included in the chapter on voluntary agencies, health care, the arts and churches, which do not represent the total fund raising challenge. "Additional Readings" includes Bates' Communicating and Moneymaking, a guide to using public relations to improve fund raising, as well as several other references to the interrelatedness of fund raising and public relations.

While Seitel's (1992) discussion of fund raising is limited to one page in a chapter titled "The Community," it does represent an expansion of his earlier edition (Seitel, 1989). The 1989 text limited specific directions to "a dozen tried-and-true rules to follow in writing fund-raising letters" (p. 447). The later edition acknowledges that "many public relations graduates enter the nonprofit realm" and states that "a knowledge of fund-raising strategies and techniques is

especially important" (p. 447). He offers several basic steps for a successful fund-raising campaign. Suggested readings include Dannelley's Fund Raising and Public Relations: A Critical Guide to Literature and Resources (1986).

The fourth text which offers an explanation of the fund raising process is Managing Public Relations (Grunig & Hunt, 1984). This is the only text which includes "fund raising" in the title of a chapter; but as previously noted, the chapter begins with a negative value statement that fund raising is among "the most mindless of PR programs" (p. 356). Typical fund raising campaigns discussed briefly include the capital program, campaigns for annual support, seeking corporate support, and deferred giving programs. The authors relate the fund raising process to their own behavioral molecule and stress the importance of research in the fund raising process. They cite Broce's Fund Raising: The Guide to Raising Money from Private Sources (1986) and suggest it for additional reading.

These four texts, the four which offer *explanations* of fund raising rather than just identifying it as a type of public relations or citing it in a historical context, represent the three texts most often used in introductory or principles of public relations classes (more than 71 percent of the mentions) and the text most often used in management or administration classes (33.7 percent of the mentions).

Newsom, Scott & VanSlyke Turk (1989) describe fund raising as a promotional activity of voluntary organizations -- one step beyond press agentry. They do acknowledge fund raising as a public relations career option in the Appendix (pp. 477-478). No specific information on concepts and techniques of fund raising are included.

Cantor & Burger (1989) include chapters on public relations activities of nonprofit organizations (Chapter 11) and corporate philanthropy (Chapter 13). However, neither address the concepts and techniques of fund raising. Chapter 11 is, for the most part, a case study of the public relations activities of the American Association of Retired Persons (AARP); and Chapter 13 examines philanthropy as a corporate public relations tool. The emphasis is on "giving" rather than "getting." The earlier edition (Cantor & Burger, 1984) included a chapter on fund raising which presented ideas on raising money within a public opinion perspective.

The two textbooks used most often in cases and campaign classes almost totally ignore fund raising. Center & Jackson include one case study which emphasizes the ethics and integrity in fund raising programs. The study examines the fund raising practices of Father Flanagan's Boys Town and the San Diego Jaycees; it offers no guidelines or direction for planning and implementing fund raising programs. None of the 28 problem-solving exercises presented touches on fund raising. Hendrix's new edition includes 27 case studies. Not one involves fund raising. Together, these two texts are being used in more than 70 percent of the cases and

campaigns classes, the classes where students analyze public relations programs and design new campaigns.

Conclusion

It is generally acknowledged that the nonprofit sector is attracting large numbers of public relations practitioners. Membership in Public Relations Society of America (PRSA), the nation's largest association of public relations practitioners exceeds 15,000. Membership in four sections (the Association Section, the Educational and Cultural Organizations Section, the Health Academy, and the Social Services Section), directly related to the nonprofit sector, is approximately 1,500, or ten percent of the total membership of the Society. Approximately 20 percent of the respondents to the Society's annual salary survey in 1990 worked for organizations whose primary activity was association/foundation, health care, or religious/charitable (Jacobson & Tortorello, 1990). The 1991 annual survey added a new class, miscellaneous nonprofits/museums, and the percent of respondents working in the four areas grew to 23 percent (Jacobson & Tortorello, 1991). The 1991 Annual Survey also revealed that 12 percent of the public relations departments had added fund raising and its support to their responsibilities within the past two years (Jackson, 1991).

As public funding for the nonprofit sector decreases, fund raising efforts will increase and we can expect public relations will play a greater role in the effort. "Above all, practitioners are emphasizing communication -- making potential donors. . . aware of what is available and why it deserves their support" (Skolnik, 1992, p. 19).

At the same time, nonprofits are encouraged to invest time and money in research on potential donors at a time when fund raising competition has intensified (Hall). Researching potential donors is to "donor relations" what identifying target publics is to any other public relations program.

This analysis reveals that there is only very limited content on fund raising concepts and techniques in textbooks used in undergraduate public relations classes. If we accept the theory of donor relations (Kelly, 1991a) and if we recognize the increasing opportunities for public relations graduates in the nonprofit sector, then authors should acknowledge the importance of fund raising as a function of the practice of public relations. Fund raising should be developed with the same emphasis as media relations, community relations, employee/member relations, investor relations, government relations, and the other specialized functions of public relations practice. this analysis indicates that it has not been developed, at least not in current texts.

Students should understand the nonprofit sector as one of three economic sectors, and they should have the same background in the nonprofit sector as they do in the private sector and the public (or government) sector. Students should be directed to nonprofit management programs with the same enthusiasm as they are directed to business and and public administration.

Public relations educators can take the lead in preparing students for productive and satisfying careers in the nonprofit sector. To do that, they must develop an understanding of the role and the realities of the third sector. Surely, no one would deny that fund raising is one of the realities.

Table 1
Textbooks Used in Selected Public Relations Classes

Textbook	*% of Mentions*
Introductory/Principles of Public Relations	
Public Relations: Strategies and Tactics by Wilcox, Ault and Agee	28.6%
Effective Public Relations by Cutlip, Center and Broom	22.9%
The Practice of Public Relations by Seitel	19.6%
This is PR: The Realities of Public Relations by Newsom, Scott and VanSlyke Turk	11.4%
Public Relations: The Profession and the Practice by Baskin and Aronoff	6.5%
Ten others mentioned at least once N=122	10.6%*
Public Relations Management or Administration	
Managing Public Relations by Grunig and Hunt	33.7%
Experts in Action by Cantor, edited by Burger	18.1%
This is PR: The Realities of Public Relations by Newsom, Scott and VanSlyke Turk	7.7%
The Practice of Public Relations by Seitel	7.7%
Effective Public Relations by Cutlip, Center and Broom	6.4%
Public Relations: Strategies and Tactics by Wilcox, Ault and Agee	3.8%
Public Relations: The Profession and the Practice by Baskin and Aronoff	2.5%
Twelve others mentioned at least once N=77	19.4%*
Public Relations Cases or Campaigns	
Public Relations Practice by Center and Jackson	36.3%
Public Relations Cases by Hendrix	34.5%
Ten others mentioned at least once N=110	29.0%*

* Combined other mentions

Table 2
References to Key Terms

Key Term	Chapter Title		Index		Glossary	
	No	Yes	No	Yes	No	Yes
Fund raising	7	1	2	6	2	1
Development	8	0	7	1	2	1
Nonprofit organization	7	1	4	4	2	1
Philanthropy	7	1	6	2	3	0
Annual giving campaign	8	0	8	0	3	0
Benefit fund raiser	8	0	8	0	3	0
Special event fund raiser	8	0	7	1	3	0
Capital campaign	8	0	8	0	3	0
Corporate giving program	8	0	8	0	3	0
Deferred giving campaign	8	0	8	0	3	0
Foundation giving program	8	0	8	0	3	0
Telemarketing campaign	8	0	8	0	3	0
Telethon	8	0	8	0	3	0
	N=8		N=8		N=3	

Table 3
Context of Discussion - From Index Reference

Key Term	No	Yes	Context of discussion of the key term
Fund raising	2	4	Example of or in relation to another term
	4	2	Historical explanation
N=6	6	0	Definition
	6	0	Definition with an explanation
	2	4	Discussion of components or techniques
Development	0	1	Example of or in relation to another term
	1	0	Historical explanation
N=1	1	0	Definition
	1	0	Definition with an explanation
	1	0	Discussion of components or techniques
Nonprofit organization	0	4	Example of or in relation to another term
	4	0	Historical explanation
N=4	4	0	Definition
	4	0	Definition with an explanation
	4	0	Discussion of components or techniques
Philanthropy	0	2	Example of or in relation to another term
	2	0	Historical explanation
N=2	2	0	Definition
	2	0	Definition with an explanation
	2	0	Discussion of components or techniques

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